

# Personal Communication



**Learning Target #1:** Student's will know the 5 personal communication assessment methods, including, Instructional Questions & Answers, Conferences & Interviews, Class Discussions, Oral Examinations, Journals & Logs.

**Learning Target #2:** Students will gain an appreciation for the use of the 5 personal communication assessment methods in their practice.

## Overview

Personal communication is a form of assessment in which the teacher facilitates opportunities for dialogue between all participants in the classroom. Assessment occurs either through observation of student to student communication or direct communication between student and teacher. Personal communication aligns best with assessing knowledge, reasoning, performance skills, and products; not as much dispositions. The main methods of personal communication assessments are 1)Instruction Questions and Answers 2)Conferences and Interviews 3)Class Discussions 4)Oral Examinations 5) Journals and Logs.

## Instructional Q&A

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*1)Definition:*

*2)Best-Fit:*

*3)Negatives:*

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- 1) Posing questions to students to facilitate thinking and learning.
- 2) Can be used to assess understanding, encourage "big picture" conceptual thinking
- 3) Much room for bias, difficult to allow enough time for students to answer, questions must be intentional and pre-planned in order ensure alignment and direction of conversation.

## Conferences & Interviews

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*1)Definition:*

*2)Best-Fit:*

*3)Negatives:*

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- 1) interviewing students to figure out what students have learned or have yet to learn as an audit of student achievement.
- 2) Thoughtful way to assess reasoning and feelings / motivations. Best fits with concepts and dispositions. Also, it is often the best way to strengthen teacher-student relationship.
- 3) Time consuming and subject to bias. It is easy to ask the wrong questions. Also, it is hard to evenly document for evaluative purposes. Lastly, students need to feel their environment is safe.

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## Class Discussions

1) *Definition:*

2) *Best-Fit:*

3) *Negatives:*

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1) teacher or student lead group interactions in which the material to be mastered is explored from various perspectives.

2) As a way to reveal information about student knowledge, understanding, or feelings regarding a topic.

3) Hard to assess student achievement solely through class discussion, especially if there is insufficient scaffolding and specific rules layer out prior to the class discussion.

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## Oral Examinations

1) *Definition:*

2) *Best-Fit:*

3) *Negatives:*

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1) Teacher plan and pose exercises for their students, who reflect and provide oral responses.

2) Best used to assess what students know or understand. Also, this works particularly well for accommodating students with language proficiency barriers or those who struggle with writing.

3) Oral examinations are very time consuming.

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## Journals & Logs

1) *Definition:*

2) *Best-Fit:*

3) *Negatives:*

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1) Least structured, provides opportunities for students to engage in reflection through writing.

2) Allows time for students to participate in metacognition and to be reflective/creative. Pairs well with conceptual learning targets.

3) Must be careful to design questions that align with learning targets and student learning.

### Works Cited

Stiggins, R. (2008). *An introduction to student-involved assessment for learning* (5<sup>th</sup> ed.). Columbus, OH: Pearson.